October - Lesson Plan Grades 4-5

PHYSICAL ACTIVITY



Objectives

Be motivated to walk to school.

Learn the importance of walking to school safety.

Supplies Needed

October
Pick a **better** snack[™] & **ACT**scorecard

Construction Paper - Optional

Sidewalk Chalk - Optional

Background

Being physically active is important for good health. It is recommended that children get 60 minutes of moderate physical activity most days of the week, preferably daily. No matter what activity, it can be done all at once, or spread over the day.

Every October the U.S.A. celebrates Walk to School Day. For more information go to www.walktoschool.org.

Why promote walking and biking to school?

- To enhance the health of kids, increased physical activity can combat a host of health problems facing kids today.
- To improve air quality and the environment replacing car trips to school with walking or bicycling can help reduce air pollution.
- To create safer routes for walking and bicycling, sidewalks, education programs and traffic calming measures are some of the ways to improve conditions.

Do the Activity:

Take a walk around the perimeter of the school to "set the stage."

Discuss with students how they got to school.

- Ask how many children walked to school.
- Ask how many children biked.
- Ask how many children rode the bus.
- Ask how many children carpooled define a carpool as two or more families where parents share driving.
- Ask how many children came alone or with siblings in a car.
- Ask how many children came some other way (i.e. skateboard or scooter).

Create a 4th and 5th grade campaign for Walk to School Day. Promote walk to school day, school wide. Discuss how 4th and 5th graders could help out younger kids walk to school.

PHYSICAL ACTIVITY



Art, Music & PE

Promote Walk to School with a sidewalk chalk art display for the school to see.



Language Arts & Reading

Make a poster or brochure promoting Walk to School month. Post them throughout the school. List benefits of walking to school. Take a walk around the school to view posters.



Math

Make a chart or graph showing class preferences for different physical activity. Do a lesson on percentages using a pie graph. Students can demonstrate their favorite physical activity.



Social Studies

Create a map of student's route to school or research how students living in other countries get to school.

Talk It Over:

What would be great about walking to school? Children are able to be active. They don't have to use the car and burn fuel, create pollution, etc.

Do any teachers live near enough to the school to walk?

Those who didn't walk or bike to school, why not? Would it be feasible? Could they walk with friends, neighbors, etc.?

Where are places that children could walk besides to school? To the store, library, playground, etc.

Apply:

Discuss what is on the scorecard this month

Aim

Throw

Walk

Invent





October - Lesson Plan Grades 4-5

THE COLOR WAY



Objectives

Learn that fruits and vegetables come in a variety of forms and colors.

Learn about the different sections of the supermarket.

Supplies Needed

October
Pick a **better** snack[™] & **ACT**scorecard

:Grocery Shopping List" worksheet

Grocery Store Map

Background

Review resources at www.idph.state.ia.us/pickabettersnack/the_color_way.asp

Eating fruits and vegetables along with an overall healthy diet can reduce the risk of some chronic diseases. It is important to choose a variety of fruits and vegetables each day and include fruits and vegetables from each of the five color groups (blue/purple, green, white, yellow/orange, and red) because individual fruits and vegetables contain different nutrients.

Different forms: In the fruit group, consumption of whole fruits (fresh, frozen, canned and dried) rather than fruit juice for the majority of the total daily amount is suggested for adequate fiber intake. In the vegetable group, vegetables may be eaten raw or cooked; fresh, frozen, canned or dried/dehydrated.

Variety of colors: MyPyramid uses different colors to identify food groups. Within the fruit and vegetable groups, color is also important. Dark green and orange vegetables are particularly nutritious, for example. Pick a **better** snack[™] the Color Way focuses on the variety of color within the fruit and vegetable food groups. For young children, the Pick a **better** snack[™] the Color Way messages are:

- Eat more fruits and vegetables for snacks, and
- Eat a variety by choosing different colors each day.

For older children, it may be appropriate to begin talking about the five sub-categories of vegetables: dark green, orange, dry beans and peas, starchy, and others. Information can be found at www.MyPyramid.gov. The new USDA Food Guide, MyPyramid, uses a personalized approach based on individual calorie needs to determine the amount of fruits and vegetables to eat daily. Recommendations are given in cups rather than servings. More information on MyPyramid will be shared in the December through February lessons.

Activities for this lesson were selected from "There's a Rainbow on My Plate" developed by Produce for Better Health Foundation.

Web Site Resources

www.idph.state.ia.us/pickabettersnack/ www.5aday.com/pdfs/kids/rainbow_on_plate/coloring_book.pdf

Do the Activity:

Have individuals or small groups choose a fruit and a vegetable. In four minutes, have the students write down all of the different forms that you can think of at your grocery store. At the end of four minutes, share food items and various forms. Add lists as needed while discussing. Make sure they know the five different forms: fresh, frozen, canned, dried or juice.

Where would you find these food items? Put a copy of the grocery store map on a transparency, on butcher paper, on marker board, or on a bulletin board. Have students locate and place all foods from their lists. Share. Review that fruits and vegetables come in a variety of forms in the grocery store.

Apply:

Look at the school lunch menu for the week. Have the students tell whether the fruit and vegetable items are canned, fresh, frozen, or dried.

Have the students name the color groups where the menu items fit.

Ask students to share their favorite canned, frozen, fresh and dried fruit or vegetable.

Distribute Pick a **better** snack[™] & **ACT** scorecards. Discuss with the students that the scorecards will be given out each month. Each month the cards will feature different fruits and vegetables and activities that will help them stay healthy.

Have the students raise their hands if they have eaten any of the fruits and vegetables pictured on the bingo cards as you identify them. We should eat fruits and vegetables at each meal and for snacks every day. Explain that the scorecards teach that there are all kinds of fruits and vegetables for you to try and lots of ways to be physically active.

Tell the students that when they eat one of these foods, or do one of the activities, they can put an "X" through the corresponding space on the scorecard.





Extend the Activity



Art, Music & PE

Make a music rap telling others about the variety of forms people can find the food used in the first activity. Present to class. Can use nursery rhymes to get started with rap songs.



Language Arts & Reading

In small groups create a grocery store commercial for the food you chose in the first activity. Videotape or present to class. In the ad make sure to tell which form you chose and where people can find it in a store.



Math

Using grocery store ads or research homework, compare the costs of the different food forms. Then use the terms "is less than", <, "is greater than", >, or "is equal to", =. As students compare the forms, discuss why there would be cost differences.



Science & Health

Find out the origin of the food you chose for the first activity.



Social Studies

Learn about the different food stores around the world. How do others buy their food?





GROCERY JHOPPING

Your teacher will provide a specific fruit or vegetable, or you may choose one.

On the grocery bag, you down as many forms or wegetable that you congrocery store. Wait upon are told to start.	uld find in a	
	THOPPING LIVE	7







After you make your shopping list, find where each food item would go on the grocery store map and write them in.

Boxes and Bags Canned Canned Frozen Fresh Produce Meat/Fish Dairy

How many different areas did you have?

Which form do you think would be the most nutritious?

Which would be the easiest to eat?

Discuss your answers with others in your group.

Adapted from 5 A Day Activity 1 - Put A Rainbow on My Plate, http://www.5aday.com/html/educators/activities.php



